NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON PUBLIC SCHOOLS	School: Woodrow Wilson School
Chief School Administrator: DR. FRANCISCO DURAN	Address: 175 Girard Ave.
Chief School Administrator's E-mail:	Grade Levels: K-5
Title I Contact: Dr. Kendra Johnson	Principal: Marzene Bennett
Title I Contact E-mail:kjohnson@trneeton.k12.nj.us	Principal's E-mail: mbennett@trenton.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: (609) 656-4968

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____2_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 2,553,052, which comprised 98.1 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 2,418,343, which will comprise 97.7% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following: (Please note: Title I funds are Blended for 2015-2016)

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Marzene Bennett	Principal	X	X	X	
Leslie Septor	Literacy Leader	X	X	X	
Michelle Marrazzo	General Education Teacher		X	X	
Gloria Hernandez	Special Education Teacher		X	X	
Rujay Curry	Teacher/Dual Language		X	X	
Lysette Toro-Mays	Bilingual Teacher		X	X	
Eugene Litynskij	General Education Teacher				
Chris Terry	Parent/General Education	X	X	X	
Freddy Albarran	Parent Liaison	X			
Chante Jones	Parent/Dual Language	X			

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
6-5-15	Main Office	Comprehensive Needs Assessment	X		X	
6-8-15 6-9-15	Literacy Lab	Schoolwide Plan Development	X		X	
6-8-15	Lab	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Woodrow Wilson recognizes that each child is a unique individual who has the ability to learn. The mission of Woodrow Wilson is to meet the needs of all students by providing a safe and stimulating environment that is conducive to learning. We must strive to meet student's emotional, academic and cultural needs by creating a partnership with parents and community that will facilitate a lifelong love of learning.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?**
   The school implemented a successful Balanced Literacy program as evidenced by the increase in the number of students that are on grade level in the area of reading in grades K-2. One percent of the students in grade two were on grade level at the beginning of the school year. There was an increase by 37% of the number of student exiting grade two on grade level. 97% of the students entering grade one are on level and 60% percent of the students entering grade two are on grade level as measured by the DRA. Writing samples indicate that students that are not proficient in English have moved from emerging to bridging. In the area of mathematics teachers used number talks and questioning to increase the level of math proficiency. The addition of technology provided students with opportunities to demonstrate their knowledge of mathematics using software and programs that measured math fluency.(Reflect Math ,Khan Academy, SMI)

2. **What were the strengths of the implementation process?**

    The professional development in the areas of Depth of Knowledge, Differentiated Instruction, Number Talks and questioning which led to greater student engagement was a definite strength. (Fall Review) The collaboration of teachers across grade levels, the standard setting of the DRA and the Data Protocols after the Unit assessments which also led to a deeper understanding of how data is used to drive instruction.

3. **What implementation challenges and barriers did the school encounter?**

    The school is in the process of evolving and moving from a school with a majority population of general education students to a school with transitional bilingual classes, dual programs on grades K-1 and inclusion programs in Kindergarten, second, and third grade. The inclusion program in grade three was not adequately staffed for the majority of the year however the students improved in the area of reading, writing, and mathematics with the highest gain in the area of mathematics. (Benchmark assessments, unit assessments, DRA, and SMI)

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?**

One strength was the addition of needed technology. Students had access to Ipads, google classroom, and laptops. The teachers were able to facilitate instruction using the internet, document camera, projector and the laptop. After the needs assessment was conducted during a staff meeting where our strengths and challenges were listed based upon the Fall and Spring Review more emphasis was placed on student engagement and random and equity checks for understanding. . The PLC meetings where the focus was on determining the root cause of success or lack of growth of students provided the staff the opportunity to look at different groups of students to determine why the data was inconsistent with the student performance in class. (Bilingual, Dual language, special education) Time remains a challenge however, discussions were held during school and during the staff meetings.

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**

The school culture lends itself to looking at our school holistically. Each person at the school is accountable for the data. The focus on the evidence provided stakeholders to commit to student achievement. The staff is involved in the process and information is shared on each level and with the specialists relative to student achievement, school culture, community perception, and parental involvement.

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**

Since the staff met to discuss the status of the school and reviewed the previously years data, the staff was able to develop school-wide plans for intervention and enrichment. Reflection sheets, surveys, focus groups and lead teachers provided data on the staff perception.

7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The school used surveys and met with community leaders to understand how the community and school could work together to improve the school from the inside out. The community perceives that the school is a good school because the students are not disruptive on the way one, the morning message which is broadcast throughout the community and the number of cultural and academic celebrations that are held throughout the school year.**

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**

The methods of delivery varied from small group to one-on-one. Centers were also used to provide enrichment and additional practice. The Read 180, Systems 44, Study Island, and Waterford are computer based intervention programs that were also embedded within the school day.

9. **How did the school structure the interventions? There is an intervention period built into the schedule.**

   The I and RS Team met monthly to provide teacher's with academic and behavioral interventions. Case managers were assigned to follow-up on students that were experiencing challenges that interfered with their learning. Accommodations and modifications to programs were provided to students in pull-out programs, ESL programs, inclusion and self -contained programs.

10. **How frequently did students receive instructional interventions?**

    Students received daily instructional interventions that were embedded into the instructional program and intervention periods that were scheduled daily

11. **What technologies did the school use to support the program**?

    Laptops, document cameras, projectors, ipads,

12. **Did the technology contribute to the success of the program and, if so, how?**

    Yes, the students needed to learn to use new technologies for 21st century learning. The students were able to use the technology for assessments, to create documents, for research, for deepen their understanding, and store and retrieve their work. Special intervention programs provided practice in number sense, reading, and comprehension. (Waterford, Systems 44, and Read 180, Reflex Math, MY Math and Houghton Miflin Rosetta Stone, and Exercise program)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	35		In class support, Intervention and Enrichment support, Read 180, Systems 44, RAZ kids, IRLA	This is preliminary data that reflects all of the students that were administered the assessment. Interventions such as Read 180 and Systems 44 were implemented with a small population of students by the resource room teacher. More professional development is needed in the area of Balanced Literacy and the use of data. ARC as a framework for literacy was implemented this school year and differentiated professional development with a focus on specific strategies in the areas of writing and reading will be considered for the 2015-2016 school year.
Grade 5	40		In class support, Intervention and Enrichment support, Read 180, Systems 44, RAZ kids, IRLA	This is preliminary data that reflects all of the students that were administered the assessment. Interventions such as Read 180 and Systems 44 were implemented with a small population of students by the resource room teacher. More professional development is needed in the area of Balanced Literacy and the use of data. ARC as a framework for literacy was implemented this school year and differentiated professional development with a focus on specific strategies in the areas of writing and reading will be considered for the 2015-2016 school year.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	26		In class support, Intervention and Enrichment support, Reflex Math, Study Island, Kahn	The number of students who scored proficient increased by 7% from the previous year. During the year we

			Academy , Number Talks	discovered that common academic vocabulary needed to be used in mathematics for improved clarity and execution and a focus on problem solving skills will benefit all students.
Grade 5	24		In class support, Intervention and Enrichment support, Reflex Math, Study Island, Kahn Academy, Number Talks	The number of students who scored proficient increased by 50% from the previous year. During the year we discovered that common academic vocabulary needed to be used in mathematics for improved clarity and execution and a focus on problem solving skills will benefit all students.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	3		DRA2; District-wide common benchmark assessments; NJ Model Curriculum	The students who are identified within this group were students in need of more extended learning opportunities. The students entered school for the first time in kindergarten and did not attend school regularly.
Grade 1	15 six months to one year behind		DRA2; District-wide common benchmark assessments; NJ Model Curriculum	Students in this group were entering school for the first time in grade one and did not have the benefit of pre-kindergarten programs. Students experiencing delays in learning were referred to the IRS Team and more rigorous interventions were implemented, however more extended learning opportunities are needed for significant growth.
Grade 2	48 eight months to one or more years behind		DRA2; District-wide common benchmark assessments; NJ Model Curriculum	The team looked at the trend data and determined that more time for extended learning opportunities including, but not exclusively, the Intervention and Enrichment periods had to be added to the school day and the school. A standards setting protocol was needed to determine if everyone is administering the assessment with the same level of fidelity.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten			Reflex Math was implemented to provide students with increased knowledge in basic math facts.	This focus has resulted in the majority percentage of students having foundational skills necessary to complete advanced math in upper school.
Grade 1			Reflex Math was implemented to provide students with increased knowledge in basic math facts.	This focus has resulted in the majority percentage of students having foundational skills necessary to complete advanced math in upper school.
Grade 2			Reflex Math was implemented to provide students with increased knowledge in basic math facts.	This focus has resulted in the majority percentage of students having foundational skills necessary to complete advanced math in upper school.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	ARC Framework for Teaching Common Core	yes	An increase by 30% of students reading on grade level as measured by the DRA2	DRA2, SRI and IRLA
Math	Students with Disabilities	Reflex Math Number Talks Teaching students how to ask questions	yes	An increase in the number of students responding to open-ended questions on unit, state, and teacher made assessments.	Benchmark, SMI, Unit assessments
ELA	Homeless	ARC Framework for Teaching Common Core	yes	An increase in attendance and of students improving reading fluency and comprehension and meeting their targets measured by the DRA2	DRA2, SRI and IRLA
Math	Homeless	Reflex Math Number Talks Teaching students how to ask questions	yes	An increase in the number of students responding to open-ended questions on unit, state, and teacher made assessments.	Benchmark, SMI, Unit assessments
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	SIOP Strategies ARC Framework for	Yes	The students enrolled in the Dual programs improved	WEIDA ACCESS, benchmark and Unit Assessment ENIL

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		teaching the Common Core		literary in Spanish and English on grade one by 70%. Students in grade K met their targets in English but did not meet the targets in Spanish. Student in transitional bilingual classes are improving but less than 30% of students are on grade level in English or Spanish.	
Math	ELLs	Reflex Math Number Talks Teaching students how to ask questions	yes	An increase in the number of students responding to open-ended questions on unit, state, and teacher made assessments.	Benchmark, SMI, Unit assessments
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	NA- students did not participate in ESY program			
Math	Students with Disabilities	NA-Students were not eligible for extended year.			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Extended Day One hour for six week			
Math	ELLs	Extended Day one hour after school for six weeks			
ELA	Economically Disadvantaged	NA			
Math	Economically Disadvantaged	NA			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities			DRA, SMI, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students who participated in the Read 180 program improved at least one level in the area of reading. Preliminary data from the NJASK also suggests that students in the Read 180 Program achieved a score of proficient in the area of Reading.
Math	Students with Disabilities				
ELA	Homeless			DRA, SMI, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students who participated in the Read 180 program and Systems 44 improved at least one level in the area of reading. Preliminary data from the NJASK also suggests that students in the Read 180 Program achieved a score of proficient in the area of Reading.
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs			DRA, SMI, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students participating in Systems 44 improved their scores and moved to the Read 180 Program by the end of the school year. The number of students scoring below basic decreased as measured by the SRI.
Math	ELLs				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Jump Start to Literacy Home Reading Program 100th Day of School Reading Challenge	Yes	Surveys Sign- In Sheets Conferences Reading Logs Reading Medals	Reading growth as measured by the IRLA completed reading logs, students that completed 200 hours of at home reading, classroom grades, and the reduction in the number of retentions.
Math	Students with Disabilities				
ELA	Homeless	Jump Start to Literacy Home Reading Program 100th Day of School Reading Challenge	Yes	Surveys Sign- In Sheets Conferences Reading Logs Reading Medals	Reading growth as measured by the IRLA completed reading logs, students that completed 200 hours of at home reading, classroom grades, and the reduction in the number of retentions.
Math	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Jump Start to Literacy Home Reading Program 100th Day of School Reading Challenge	Yes	Surveys Sign- In Sheets Conferences Reading Logs Reading Medals	Reading growth as measured by the IRLA completed reading logs, students that completed 200 hours of at home reading, classroom grades, and the reduction in the number of retentions.
Math	ELLs				
ELA	Economically Disadvantaged	Jump Start to Literacy Home Reading Program 100th Day of School Reading Challenge	Yes	Surveys Sign- In Sheets Conferences Reading Logs Reading Medals	Reading growth as measured by the IRLA completed reading logs, students that completed 200 hours of at home reading, classroom grades, and the reduction in the number of retentions.
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 3,4,5 District Benchmark Student Action Plans DRA Common Assessments Teacher made and End of Unit Tests	Kahn Academy Rubrics American Reading Company Report Cards Attendance Data Suspension Data
Academic Achievement - Writing	Common Grade Level Writing Assessment NJASK 3,4,5 District Benchmark	
Academic Achievement - Mathematics		NJASK 3,4,5 District Benchmark- Student Action Plans Rubrics Report Cards

21

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Teacher made and End of Unit Tests Standard Solutions
Family and Community Engagement		Survey Data
Professional Development		Observations and teacher reflections
Leadership	Principal's Assessment	Teacher leadership has been developed through the Site Leadership Team. The staff has taken a look at the current programs and services of the school including Greg Grant afterschool program, extended year, math initiative, school-wide science fair, Literacy Expo. parental involvement programs, professional development, and Positive Behavior Support Program to determine what is needed and what would be nice to have. The Principal will provide teachers with the MOLOSO evaluation to determine what leadership needs to do more of, less of, and the same as in the areas of culture, curriculum and assessment and management.
School Climate and Culture	Positive Behavior Support School Culture Survey	Positive Behavior Support is in place for students whose behavior hinders academic progress. The Intervention and Referral Services Team meets weekly to design behavior and academic intervention programs for students that are not meeting the appropriate standard of behavior. Several technology programs have been purchased to reduce the number of referrals.
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

Grade level and PLC (Professional Learning Communities) chairpersons met with the principal to discuss the Literacy and Mathematics Checklists early in the year. The checklists were completed by all instructional staff members. The information gathered from these checklists was used to help determine the priority areas for the school for the year of 2014-2015. There was ample time spent at SAW (School as a Whole) meetings, grade level PLC meetings to share and discuss the results, to collaboratively develop a Comprehensive Needs Assessment. A professional development calendar was written based upon the needs of the staff in this area. This group generally meets in August to review data from District Benchmark tests, State standardized tests and also teacher assessments. All of this data is used to formulate our needs assessment.

2. What process did the school use to collect and compile data for student subgroups?

The results from the standardized assessments for all students is shared, discussed, and analyzed by the 3-5 PLC's. The information is disaggregated relative to the different subgroups and information is collected and disseminated to the teachers at the first SAW meeting in September. All students in grades K thru 5 were administered the District Benchmark five times during the school year; the information from this assessment was analyzed and disaggregated using the Data Protocol Tool established by District administration. Teachers, grade level teams, and the PLCs selected researched based strategies including but not limited to Read 180, Systems 44, and Waterford to address the deficiencies in the area of literacy.

The Developmental Reading Assessment is administered to all students in grades K-5 several times throughout the school year. Data from this assessment is analyzed by the individual teachers, grade level PLCs and the building administrator. Discussions are held with the instructors to suggest and implement strategies to support students who are not progressing as expected.

After the grade level PLC's meet and SAW meetings occurred, the information is shared with the SLT. In addition, as the grade level PLC's meet during the year time is spent sharing and discussing data and reviewing student assessment information. This information includes intervention strategies, and discussions with the Intervention and Referral Services Team, guidance counselor, students, parents, and the Behavior Support Team.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

The SLT will review the PARCC reports to determine the proficiency levels of sub groups. The sub skills are ranked to determine areas of strengths and areas in need of improvement. This information is used to generate individual student action plans; these are provided to each homeroom teacher at the beginning of each school year.

Discussions among and across grade level PLC's will be ongoing to determine resources that can be provided to at risk and students in need. Vertical Articulation meetings will be scheduled monthly, or more frequently, if needed.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

The collection of assessment data is statistically sound as the results are received from Measurement Inc. and from the NJDOE; all guidelines relative to administration of the assessment are strictly followed. Individuals attend training facilitated by the State Department of Education; information relative to procedures and guidelines are followed as mandated. All individuals (teachers and proctors) who are expected to administer the assessment are given all pertinent information relative to administration of the assessment.
The collection of District Benchmark data is statistically sound as the results are received from the Office of Assessment and Accountability. The directions on the administration of the Benchmark tests are sent from the Office of Assessment and Accountability and followed by all individuals. Individuals who administer the assessment are trained prior to the administration of the assessment.

Teachers were trained on the administration of the DRA, SRI and SMI. Teachers in grades four and five worked collaboratively to develop common formative assessments that were administered to students during the third marking period. Formative assessments based on the current curriculum were provided to the school in the areas of mathematics and literacy by the curriculum department. The teachers administered, scored, and disaggregated the data using data protocols and designed instruction to meet the needs of the students. Staff receives updated training on various assessments as needed.

4. What did the data analysis reveal regarding classroom instruction?

The level of student engagement increased and the random and equitable checks of understanding increased. There is a disconnect between the rigor of instruction and the student data. Although the data from the walk-throughs indicate that student engagement is high the scores on benchmark and district assessments are not aligned to the rigor of instruction within the classroom. Classroom instruction

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

must be rigorous and differentiated to meet the needs of the individual student; academic language must be taught and reinforced with all students beginning in kindergarten, teachers must continually monitor the progress of students, and design instruction to meet the students where they are. Parents must be informed regularly about the progress of students and develop, along with the school, a sense of urgency around teaching and learning.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development must continue to be job embedded and more consistent within and across grade levels. Additionally, the focus of professional development needs to focus on differentiated instruction, depth of knowledge, and close reading. The data also revealed that although students across the cluster group scored higher in the area of mathematics, a targeted focus for professional development will be number sense, problem solving and academic vocabulary.

6. How does the school identify educationally at-risk students in a timely manner?

Results from the state assessments are generally received prior to the end of the summer however, students are further identified as a result of the benchmark assessments, and teacher prepared assessments, the DRA, running records. Students can then be targeted to participate in Read 180, Systems 44 and Waterford. In addition, students are also identified by their teachers through the implementation of a balanced literacy frameworks and mathematics program. Students that may be medically at risk are identified by the teacher and the school nurse. The chief medical officer along with the parent, teacher, and the doctor may recommend special accommodations for medically at risk students. Students that are at risk because of social and emotional issues are identified by the teacher as evidenced by academic levels, behavior, and student engagement. These students are referred to the Intervention and Referral Services Committee for appropriate interventions.

Results from the various assessments and teacher recommendations are analyzed and students are now placed in heterogeneous classrooms. Data is continuously reviewed so that students may be grouped and placed accordingly as the year and their abilities increase.

7. How does the school provide effective interventions to educationally at-risk students?

Students who are educationally at risk are provided assistance in a number of different ways; they are described in greater detail below: Academic Support: Students who fall below the proficient level on either state or district assessments are identified and offered academic support services during the summer. Students are also referred to the Intervention and Referral Services (I & RS) Committee where rigorous interventions are designed with the assistance of the school staff and the parent. Students are placed in programs such as Read

180, Waterford, and Systems 44 for academic intervention. These students are also identified to the classroom teacher so that he/she will be prepared to offer any extra help in the regular education classroom. Students also receive small group instruction with reading/math coaches, reading specialists, and early intervention tutors.

Supplemental Educational Services: Students eligible for SES services are identified and the parents are notified of the programs available to them.

Behavioral Services: A behavioral program facilitated by the Behavior Support Team and implemented school-wide consistently rewards students for positive behavior. Those students who are identified as displaying at-risk behaviors through the classroom teacher, or discipline referrals are noted to the BST (Behavior Support Team). Students who are chronic offenders may also be referred to the I & RS team for interventions which may include in school or outside counseling services, and daily monitoring through the use of contracts, incentive programs, and rewards. Students who may be at risk for exhibiting behaviors that may lead to intimidation, harassment or bullying are identified early and referred to the Guidance Counselor and the Anti- Bullying Specialist. Programs and services are offered throughout the year to assist students in making appropriate decisions.

Educationally at risk students will be provided additional assistance during the intervention and enrichment period which has been added to the daily schedule for the upcoming school year.

8. **How does the school address the needs of migrant students?**

The information received from the needs assessment has helped us to understand that the need of our migrant students is the same or similar to those of our other students. Currently, we do not have any students who have been identified as migrant students.

9. **How does the school address the needs of homeless students?**

Lists of the students who are homeless are sent to the schools. The district is able to provide services to these students and their families. The goal of the district is to keep the students in the current school to the point of providing transportation. Students who are homeless also receive counseling and support services provided by the school and the district.

10. **How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and**

   improve the instructional program?

The District provided professional development for teachers throughout the district through FEA workshops on a variety of effective classroom strategies across all content areas. The District informed schools as to what specific assessments would be used, who would administer them and when they would be administered. Teachers have opportunities during grade level PLC meetings to further discuss assessments, their individual class data, grade level data, and plan instruction to meet the challenges of their students. Throughout the year several SAW meetings were held with a focus on data, data analysis, and use of data to guide and monitor instruction.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Several sessions and programs are held throughout the year which involves parents and students; these are specifically geared to meeting the needs of young students and their parents. They are informed of the programs and resources available within the school and the District from which they and their students can benefit.

The District Early Childhood Office has and will continue to provide a variety of sessions for parents of pre-school students who are serviced by the outside providers. These sessions are held at the neighborhood schools during hours that are conducive to parents' attending. A variety of tools are utilized to inform parents of the events in a timely manner; babysitting services are also provided for the parents.

12. How did the school select the priority problems and root causes for the 2013-2014 schoolwide plan?

Data was gathered to help determine the percentage of students who are still not reading at grade level; this number increases as the students advance in years. Students are given the DRA (developmental reading assessment) several times each year to determine progress made and to provide students with additional, individualized support as needed. It is well documented that students will not be successful if they are not reading at grade level; this is especially important if students are to be successful as they continue in school.

Data was gathered to help determine the percentage of students who are still not demonstrating specific mathematical abilities at grade level; this number increases as the students advance in years. Data gathered included report card grades, NJ State assessments, District Benchmark information, and teacher made assessments.

Writing was assessed through benchmark,, teacher prepared prompts, writing assessments included in the curriculum and observation of teachers during the Writer's Workshop. A look at the data from the NJASK and benchmark assessments indicated that students were not

scoring well in the areas where writing was a critical component. More practice in the short constructive responses was provided to students to determine their level of proficiency and to provide intervention.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Close Reading	Number Sense / Problem Solving
Describe the priority problem using at least two data sources	The number of student that demonstrate growth is increasing as the number of students of grade level decreases as you move from grade K-5. With the addition of Dual Language classes the level of rigor in the instructional program has to been consistent. (DRA data and Benchmark Assessments). The targets set by teachers when writing SGOs are not as rigorous as the target set by the Common Core. The students demonstrate growth but all student do not demonstrate significant / statistically different growth during the school year.	Students are not successful on the benchmark assessment due44 to lack of knowledge of basic facts and vocabulary and knowing what to do with the facts (i.e. how to solve problems w/basic facts and using and understanding appropriate vocabulary). The gains made in reflex show the gaps students experience.
Describe the root causes of the problem		Pacing guide—revolving curriculum doesn't support yearlong focus on basic facts/mapping the common core, vertical articulation, following directions in word problems, inference, understanding concepts
Subgroups or populations addressed	ELL, transitional bilingual, dual language, Special education-inclusion, self-contained, resource, and general education.	ELL, transitional bilingual, dual language Special education-inclusion, self-contained, resource, and general education.
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Close Reading, Restate, Support, Support, Extend (RSSE)	Number Talks, Reflex Math, Restate, Show, Label (RSL); Five Practices Strategies (Anticipating, Monitoring, Selecting, Sequencing, Connecting); Accuracy, Efficiency, Flexibility
How does the intervention align with the Common Core State Standards?	Close reading is the central focus of the common core focusing of text complexity and how to unlock meaning and to deepen the understanding of a text.	

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Family/Parent Engagement	
Describe the priority problem using at least two data sources	Parents report to the school upon request, however there is limited engagement within the school. Parents receive report cards, correspondence from the school, calendars of events; however the parents do not demonstrate a working knowledge of the school's vision and the mission of the school. Some of the evidence includes the number of students that are signed out prior to the end of the school day, late arrivals, and excessive absenteeism. Also included as a part of the evidence are the number of parents who come to programs that would improve student achievement is less than the number who report for other activities. Non-working parents are not volunteering to work in the school and actively participate in development of school plans and activities. The data sources include sign-in sheets, conference notes, and attendance sheets.	
Describe the root causes of the problem	More emphasis needs to be placed on academic achievement of students across all grade groups. Parents have also expressed the need for homework support because they are unable to read in English or in their native language.	
Subgroups or populations addressed	Limited attendance by parents at school sponsored events throughout the school year, language barrier, and limitation of skills possessed by our parents to help them facilitate the learning process for their children.	

Related content area missed (i.e., ELA, Mathematics)	Grades K-5	
Name of scientifically research based intervention to address priority problems	Create a mini model of a Parent University so that parents will be able to greater appreciate the role of the school in the larger community. Communicate with parents using some of the SIOP strategies using more symbols and pictures for parents who do not read in English. Families and Students Working Together will also provide incentives for parents to participate in the various programs designed to improve student achievement and to create community.	
How does the intervention align with the Common Core State Standards?	The programs/strategies will be aligned with the New Common Core State Standards because parents will be provided with information and strategies to use at home that are rooted in the Common Core to assist their children as they move forward toward meeting the standards.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

			ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school;*</u>		
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	ARC Framework for Teaching Common Core	Literacy Leader/ Teachers/ Administration	Growth of 10% as measured by the IRLA. DRA, SRI and Benchmark Assessments	National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* National Institute of Child Health and Human Development, Washington, D.C. Offenberg, R. (2005). *Evaluation of American reading*
Math	Students with Disabilities	MY Math Intervention Program	Teachers Administration	Growth of 10% as measured by the SMI and the Benchmark Assessment	What Works Clearinghouse Mathematics Policy Research Standards of Efficacy Research
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Close Reading DOK	Literacy Leader	On grade level performance measured by the DRA/IRLA	Reading A-Z Harvard Writing Center
Math	Students with Disabilities				
ELA	Homeless	Close Reading DOK	Literacy Leader		
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Close Reading DOK	Literacy Leader		
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys and focus groups

6. How will the school structure interventions? Interventions will be embedded in the school day. Data protocols will be conducted after each benchmark to identify if our students are meeting the targets set by the PLC.

7. How frequently will students receive instructional interventions? Instructional interventions will be provided daily.

8. What resources/technologies will the school use to support the schoolwide program? The school will use software programs, google classroom, laptops, Ipads, document cameras, projectors, Rosetta stone, Waterford, systems 44, Read 180 and Reflex Math.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The evaluation is be distributed during staff and parent meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	Students with Disabilities	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
ELA	Homeless	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	Homeless	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	ELLs	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
ELA	Economically Disadvantaged	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	Economically Disadvantaged	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
ELA					
Math					

2015-2016 Family and Community Engagement Narrative

1. **How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?**

   Parents will be expected to attend school sponsored events on a consistent basis so they can be kept abreast of their child's/children's progress. Attending the programs will enable parents to assist students with homework and ensure educational success

2. **How will the school engage parents in the development of the written parent involvement policy?**

   The Parent Involvement policy will be reviewed with parents under the leadership of the principal, parent liaison and FAST.

3. **How will the school distribute its written parent involvement policy?**

   The Involvement Policy will be contained in the Parent/Student handbooks. It will also be distributed during the first week of school. Parents will sign to verify they received a copy. During Back to School Night, the policy is reviewed and parents will be given another copy.

4. **How will the school engage parents in the development of the school-parent compact?**

   During the PTA meeting, the parents will review the current compact. Any revisions will be voted upon by the body and redistributed to the school community.

5. **How will the school report its student achievement data to families and the community**?
   The District prepares a District Profile document that includes statistically sound data for each school in the Trenton District. This information is available on the District web-site and also is disseminated during SLC meetings. During the Annual "Back to School" Night program held in September the school's data are reported to the parents and community members in attendance. Handouts are presented to the attendees, as well.

6. **How will the school ensure that parents receive and review the school-parent compact?**

   The Parent Compact as well as the District's Parent Involvement Policy is distributed at Back to School Night and redistributed during the school year. The students' sign that they received it and parents return a portion of the paper stating that they have

received, read, and understand the policy and the compact. The first PTO meeting is set aside to review the compact and to make changes if the parents need to add or delete items.

7. **How will the school report its student achievement data to families and the community?**

Parents are informed through the District website, letters and flyers home to parents and guardians, through monthly Board of Education meetings, and other meetings held throughout the year and in the different wards (north, east, south, and west) of the city.

8. **How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

9. **How will the school inform families and the community of the school's disaggregated assessment results?**

- During our Annual Back to School Night Program, monthly FAST and PTO meetings our parents are informed of the school's improvement status.
- Parents are provided information relative to their student's assessment results at the end of the school year (if it is received prior to the end of the year), during the Back to School Night Program, and during parent-teacher conferences.
- During our Annual Back to School Night Program, monthly FAST and PTO meetings our parents are informed of the school's disaggregated assessment results.`
- During parent teacher conferences held in November, parents are again informed of their child's assessments results from both State and District assessments.

10. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

Parents are invited to participate in the development of the Unified Plan and other school sponsored through their participation on the SLC. Wilson School also has an open door policy where parents may come in at any time to review documents, voice concerns, and ask any questions they may have. One parent volunteered to develop the plan. He was invited to meetings and all information from the plan was emailed to the parent. He was able review the plan and to add suggestions.

11. **How will the school inform families about the academic achievement of their child/children?**

Staff members share District and teacher created assessment results with parents during conferences whether in person or through phone calls. Quarterly progress reports are also sent home for parental review. During the summer, State Assessments are mailed to the parents as soon as the school receives them.

12. **On what specific strategies will the school use its 2015-2016 parent involvement funds?**

The funds for the 2015-2016 school year will be used to provide parents with strategies which can be used at home to help their children to become more proficient in the areas of reading and mathematics. Funds will also be used to provide parents with training in understanding the various data sets that are used to inform the school of the progress that students are making. Parents will know the benchmarks and where their child falls when looking at where the range to determine levels of proficiency in the areas of reading and mathematics.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Provide tuition reimbursement in content areas • Offer credit in salary schedule up to 14 years in areas of critical shortage • Implementation of Mentoring Plan • Aspiring Leaders Summer Program • Develop a Principal Coach Program to support Principals • Professional Development opportunities for new teachers Web-based application system requires identification of Highly Qualified Teachers status.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	To encourage further educational pursuits, for the first 60 credits, members shall be reimbursed up to 12 credits, per year. The remaining credits will be reimbursed up to 12 credits, per year. Tuition for courses in core content area shall be paid prior to commencement.
Paraprofessionals providing instructional assistance who do not meet the qualifications		

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible